Children's Book

OBJECTIVE:
STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF THE CULTURAL SPECIFICS OF AN HISTORIC CIVILIZATION BY CREATING A CHILDREN'S BOOK.

REQUIREMENTS:

• The information in the book must be historically accurate or must have some basis in historical fact. The book may be (and probably should be) fiction, but it must be culturally appropriate and accurate.

• The book must be a minimum of ten (10) pages long

• The book must have illustrations on each page

• The illustrations must be age and content appropriate

• The topic must be approved by the teacher

• The book should be creative and interesting, and should related some type of story that would communicate this culture's values

SUGGESTED TOPICS:

The book can:

• Relate a legend about a god, famous leader, etc.

• Tell a moral tale

• Tell a story explaining physical elements (ie. thunder, lightning, etc.)

• Tell a tale of how physical features came to be (ie. Mountains, rivers, etc.)

• Tell a story about a working class person

• Tell the story of the ruler's life

• Tell the story of a boy or girl's life growing up in the civilization

• Tell a story about a woman's life in the civilization

• Tell the story of the son of an architect as he builds a famous building for the civilization

• A,B,C book of things found in that civilization

• Rhyming Dr. Seuss style book

PROJECT RUBRIC

Children's Book

CATEGORY	A	B	C	D
Attractiveness & Organization	The book has exceptionally attractive formatting and well-organized information.	The book has attractive formatting and well- organized information.	The book has well-organized information. Or has attractive formatting with poor organization.	The book's formatting and organization of material are confusing to the reader.
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit. Shows no evidence of original or creative thinking.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the book.	There are a few grammatical or spelling mistakes in the book.	There are several grammatical or spelling mistakes in the book.	There are many grammatical or spelling mistakes in the book.
Graphics/ Pictures	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/ content of the presentation.	All graphics are attractive but a few do not seem to support the theme/ content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation
Requirements	Book contains (at least) the required number of pages.	Book is lacking 1-2 pages.	Book is lacking 3-4 pages.	Book is lacking more than 4 pages.
Content - Story	Story is child appropriate, and reflects the values or history of the society being studied with great accuracy.	Story is child appropriate, and reflects the values or history of the society being studied with some accuracy.	Story is child appropriate, but may not appropriately reflect the values or history of the society under study.	Story may not be child appropriate, or may not reflect the values or history of the society under study.

PROJECT

OBJECTIVE:
STUDENTS WILL CREATE A COSTUME AND WRITE A SHORT RESEARCH PAPER TO DEMONSTRATE THEIR UNDERSTANDING OF THE CULTURAL VALUES AND TYPICAL DRESS OF AN HISTORIC CIVILIZATION.

Costume

REQUIREMENTS:

•Costumes must be historically accurate and appropriate

•A 2 page research paper must accompany the costume (see Project: Research Paper requirements for specifics)

•Costume may be life sized (human size), or may be doll sized

•If it is life sized, it is expected that the creator either model it for the class, get someone to model it for the class, or have photos of a person in the costume.

•If it is doll sized, it is expected that the doll appear in costume on the day the project is due

•The costume should be designed and created (not purchased) by the student. Accessories may be purchased.

POTENTIAL COSTUMES:

•Lower class: (either male or female)

•Middle class: (either male or female)

•Priests

•Upper class: (either male or female)

•Ruler: (male or female)

•Entertainers: (performers of any sort, ie. musicians, actors, etc.)

•Military: (CAUTION: any weaponry, either real or fake needs to be cleared through the teacher!)

THE OLD POST
ILLUSTRATED WEEKLY NEWSPAPER

INSERT YOUR HEADLINE

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PROJECT RUBRIC

Costume

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content. The costume appropriately chronicles an historical time period.	Content of the costume is good, but may have a few inaccuracies. The costume may appropriately chronicle an historical time period.	Content of the costume is fair, and may contain several inaccuracies. The costume somewhat chronicles an historical time period.	Rife with inaccuracies. The costume does little to chronicle an historical time period.
Role	Costume is historically consistent with character or social group chosen.	Costume is mostly historically consistent with character or social group chosen.	Costume has some inconsistencies with character or social group chosen.	Costume is not consistent with character or social group chosen.
Visual Presentation of the Costume	A complete visual presentation detailing all of the costume construction stages is presented with the costume. It is readily apparent the student comprehends all aspects of the costume.	A complete visual presentation detailing most of the costume construction stages is presented with the costume. It is apparent that the student comprehends most aspects of the costume.	A visual presentation detailing the costume construction stages is presented with the costume. It is not apparent that the student comprehends little of the costume.	An incomplete visual presentation of the costume construction stages is presented with the costume. It is apparent the student does not comprehend much of the costume.
Attractiveness or Craftsmanship	The costume shows that the creator took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of unwanted marks and tears).	The costume shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws (unwanted marks or tears), but these do not detract from the overall look.	The design and construction were planned. The item has several flaws (unwanted marks or tears), that detract from the overall look.	The costume looks thrown together at the last minute. It appears that little design or planning was done. Craftsmanship is poor.

PROJECT RUBRIC

Research Paper

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Organization	Information is very organized with well-constructed paragraphs. Paper flows nicely.	Information is organized with well-constructed paragraphs. Paper flows well.	Information is organized, but paragraphs are not well-constructed. Or, paragraphs are well constructed, but the paper is not well organized. Paper does not flow well.	The information appears to be disorganized. Paper is difficult to read and understand.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the paper.	There are a few grammatical or spelling mistakes in the paper.	There are several grammatical or spelling mistakes in the paper.	There are many grammatical or spelling mistakes in the paper.
Sources	All borrowed information (and graphics) is accurately documented in parenthetical format, and all appear in proper format on the works cited page.	All borrowed information (and graphics) is accurately documented in parenthetical format, but a few are not in the desired format on the works cited page.	Some borrowed information (and graphics) is not documented in parenthetical format, or many are not in the desired format (or do not appear) on the works cited page.	Sources are not appropriately documented either in the text of the paper or on the works cited pages.
Length	Paper is the required length, and is typed with font size 12 (no bigger), is double spaced, and has 1" margins.	Paper is typed with font size 12 (no bigger), is double spaced, and has 1" margins, but it may be short. The 2 page paper may be 1/4 page short.	Paper is typed, but font or margins may be larger than stipulated, or, the 2 page paper may be 1/2 page short.	Paper is handwritten, or the 2 page typed paper is 1 page short.
Required Elements	Paper contains all required elements, including a Title page and a Works Cited page. The title page is appropriate, and the sources are cited correctly and are alphabetized. Everything is typed.	Paper contains all required elements, including a Title page and a Works Cited page. There may be minor problems with the title page or Works Cited page. Sources may not be formatted correctly, or may not be alphabetized. Everything is typed.	Paper may be missing some of the required elements, (including the Title page or the Works Cited page.) Source citation format may be flawed, or elements may be handwritten.	Paper is missing several required elements. Much is handwritten.

Factoid Cards

REQUIREMENTS:

•Must have at least 20 cards

•Must contain historically accurate information, and each card should have enough information to explain the picture on front

•May focus on a specific aspect of a civilization (art, architecture, technology), or on several different aspects

•Cards must be at least 3" x 5" (may be 4x6 or 5x7)

•Cards must have a visual on front & information on the back

•Cards should be attractive, including;
   -Font choice (front & back)
   -Choice of visual (front)

•Overall project should be thorough enough to provide an excellent review of the topic chosen

•Must provide a Work Cited source listing page with at least three sources

SUGGESTED TOPICS:

•Architecture: Look at styles, materials, building techniques, or choose one famous building and give information about it.

•Art: Look at the styles, materials, & techniques of arts and crafts, or choose one famous artist of the period and report on his/her work.

•Clothing: Report on the typical clothing & jewelry worn during the period.

•Day in the Life: Chronicle a day in the life of a typical person (male or female) from the lower class, middle class, upper class OR ruling class.

•Food: Explain food production & preparation, detail famous or typical dishes.

•Education: Explain how it was given, and to whom was it provided.

•Entertainment: Explain how people of this civilization spend their leisure time

•Medicine: Explain medical procedures found in this civilization.

•Military: Explain what it was like to be in the military. Detail the weapons used.

•Religion & Religious customs: Describe the religion and its impact, OR chronicle important religious festivals.

•Social Classes: Discuss the different social classes, and their roles in the society.

•Technology: Discuss important technological innovations, and their impact on the society.

PROJECT RUBRIC

Factoid Cards

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content, and is very thorough in its coverage of the topic.	Content is still historically accurate, but may not be terribly thorough.	Content is fair, but may contain several inaccuracies. May be inconsistent in coverage.	Rife with inaccuracies or completely inappropriate in terms of coverage.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a **highly effective** study guide	Project includes most material needed to gain a comfortable understanding of the material but may lack a few key elements. It is a **good** study guide.	Project is missing more than a few key elements. It would make an **adequate** study guide.	Project is lacking several key elements and has inaccuracies that make it a **poor** study guide.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes on the factoid cards.	There are a few grammatical or spelling mistakes on the factoid cards.	There are several grammatical or spelling mistakes on the factoid cards.	There are many grammatical or spelling mistakes on the factoid cards.
Formatting - Graphics	All graphics are attractive and support the theme/ content of the topic. Pictures chosen are especially representative of the historical time period.	A few graphics are not attractive but all support the theme/ content of the topic. Not all pictures chosen are especially representative of the historical time period.	All graphics are attractive but a few do not seem to support the theme/content of the topic. Many pictures chosen are not representative of the historical time period.	Several graphics are un- attractive AND detract from the content of the topic. Few pictures are representative of the time period.
Formatting - Text Font	Font formats (e.g., font, color, bold, italic) have been carefully planned to enhance readability and to complement the content & time period.	Font formats have been planned to complement the content and enhance readability. May not show that 'something extra' to make it worthy of an A.	Font formatting may not complement the content, or it may be a little hard to read. Font use may not be consistent throughout.	Font formatting makes it very difficult to read the material, or is inconsistent throughout. Handwritten.
Requirements - Length	Project contains the required number of factoid cards (20).	Project is one or two cards short of the required number.	Project is three or four cards short of the required number.	Project is more than four cards short of the required number.
Requirements - Size	Project cards are (at least) the required size (3x5), and are created on sturdy paper.	Project cards are the required size (3x5), but may not be created on sturdy paper.	Project cards may be smaller than the required size (3x5), and/or may be created on plain paper.	Project cards are smaller than the required size and are created on plain or notebook paper. Card sizes vary.
Sources	All sources are accurately documented in the desired format. There are at least three sources.	All sources are accurately documented, but a few are not in the desired format. There may not be enough sources.	All sources are accurately documented, but many are not in the desired format. There may not be enough sources.	The sources are not accurately documented, they are not in the desired format, and there are not an appropriate number of sources.

Journal

REQUIREMENTS:

•All entries must be typed, with font no bigger than size 12

•There must be a minimum of 10 journal entries

•Journal entries must chronicle at least 6 of the 10 suggested aspects of the historical civilization found below

•Journal entries should be creative, but MUST BE historically accurate and in line with the social status of the character chosen.

•A Work Cited page of sources used must accompany the journal

•Creation of the diary itself is left up to the creativity of the student (booklet, scroll, etc.)

SUGGESTED ASPECTS OF SOCIETY:

•Architecture found in the civilization. What do buildings look like? Why do they look like that? Who builds them? What is their function?

•Art found in the civilization. Is there any? How is it created? Why is it created? What values does it reflect?

•Clothing of people in this civilization. What does your character wear? Why? What do other people wear? Does clothing symbolize anything?

•Food found in this civilization? What kinds of things does your character eat? Do others eat differently? How is food prepared? How is food produced?

•Education in this civilization? What kind of education is offered? To whom is it offered Does your character have an education? Who is writing for your character if he/she doesn't?

•Employment found in this civilization. What does your character do? What different kinds of jobs are found in this civilization? What do they pay?

•Homes in this civilization? Where does your character live? What is the home like? What are the homes of others like? How are the homes a reflection of the environment?

•Religion or religious customs in this civilization? What is believed? How do the beliefs influence people's lives? What religious celebrations occur? What is the role of priests?

•Social structure of this civilization? What are the social classes found in this civilization? Where does your character fall?

•Technology of this civilization? What is the latest technology? Does your character use it? What is it used for? How was it created? Has it helped society?

PROJECT RUBRIC

Journal

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information is superficial or non-existent.	Historical information is superficial or non-existent.
Creativity	Intangibles in journal show excellent creativity, humor and/or insight into the historical period.	Intangibles in journal show good creativity, humor and/or insight into the historical period.	Intangibles in journal show some creativity, humor and/or insight into the historical period.	Intangibles in journal show no creativity, humor and/or insight into the historical period.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the journal.	There are a few grammatical or spelling mistakes in the journal.	There are several grammatical or spelling mistakes in the journal.	There are many grammatical or spelling mistakes in the journal.
Role	Point-of-view writings were consistently in character.	Point-of-view writings were often in character. Some entries strayed out of character.	Point-of-view writings were sometimes in character. Several entries strayed out of character.	Point-of-view writings were rarely in character. Entries were completely inappropriate for the character.
Sources	All sources are accurately documented in the de- sired format.	All sources are accurately documented, but a few are not in the desired format.	All sources are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

Model

OBJECTIVE:
STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF THE CULTURAL SPECIFICS OF AN HISTORIC CIVILIZATION BY CREATING A MODEL, AND WRITING A SHORT RESEARCH PAPER.

REQUIREMENTS:

•A 2 page research paper MUST accompany the model. (See Project: Research Paper for specific requirements)

•Models must be historically accurate and appropriate

•Model should be designed and created by the student (it should not be purchased)

•Students may be creative in terms of the materials used

•Topics need to be approved by teacher (suggestions are listed to rights)

SUGGESTED TOPICS FOR MODELS:

•Architecture: re-create a famous building from the civilization

•Engineering: create a model of a famous man-made project (not a building) that provides some function in society (ie. Irrigation, Protective walls, etc.)

•Homes: create a model of a typical home for either the lower classes, middle classes or upper classes of the civilization

•Military: create a model of the military barracks of this civilization

•Palace: create a model of the ruler's palace in that civilization

•Religion: re-create the religious temples used by the civilization

•Technology: create a model of some innovative piece of technology developed by the civilization

•Theater: re-create the type of theater building used by the civilization

•Transportation: create a model of the latest transportation used by the civilization

THE OLD POST

INSERT YOUR HEADLINE

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PROJECT RUBRIC

Model

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content. The model appropriately chronicles an historical time period.	Content of the model is good, but may have a few inaccuracies. The model may appropriately chronicle an historical time period.	Content of the model is fair, and may contain several inaccuracies. The model somewhat chronicles an historical time period.	Rife with inaccuracies. The model does little to chronicle an historical time period.
Craftsmanship	The model shows that the creator took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of un- wanted marks, breaks and tears).	The model shows that the creator took pride in his/ her work. The design and construction look planned. The item has a few flaws (unwanted marks, breaks or tears), but these do not detract from the overall look.	The design and construction were planned. The item has several flaws (unwanted marks, breaks or tears), that detract from the overall look.	The model looks thrown together at the last minute. It appears that little design or planning was done. Craftsmanship is poor.
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the model. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not al- ways used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Creativity	Intangibles in model show excellent creativity, humor and/ or insight into the historical period.	Intangibles in model show good creativity, humor and/or insight into the historical period.	Intangibles in model show some creativity, humor and/or insight into the historical period.	Intangibles in model show no creativity, humor and/ or insight into the historical period.
Attractiveness	The model is exceptionally attractive in terms of design, layout, and neatness.	The model is attractive in terms of design, layout and neatness.	The model is acceptably attractive, though it may be a bit messy.	The model is distractingly messy or poorly designed. It is not attractive.
Clarity	It is abundantly clear to a viewer of the model what the historical purpose was. Model is labeled or has clear indicators illustrating its purpose.	It is clear to a viewer of the model what the historical purpose of the building was. Model may be labeled or may have some indicators illustrating its purpose.	It might be hard for a viewer of the model to identify what the model represents. Model is unlabeled and may have few indicators as to its purpose.	It would be difficult for a viewer of the model to identify what the model represents. Model is unlabeled and has no indicators as to its purpose.

PROJECT RUBRIC

Research Paper

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Organization	Information is very organized with well-constructed paragraphs. Paper flows nicely.	Information is organized with well-constructed paragraphs. Paper flows well.	Information is organized, but paragraphs are not well-constructed. Or, paragraphs are well constructed, but the paper is not well organized. Paper does not flow well.	The information appears to be disorganized. Paper is difficult to read and understand.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the paper.	There are a few grammatical or spelling mistakes in the paper.	There are several grammatical or spelling mistakes in the paper.	There are many grammatical or spelling mistakes in the paper.
Sources	All borrowed information (and graphics) is accurately documented in parenthetical format, and all appear in proper format on the works cited page.	All borrowed information (and graphics) is accurately documented in parenthetical format, but a few are not in the desired format on the works cited page.	Some borrowed information (and graphics) is not documented in parenthetical format, or many are not in the desired format (or do not appear) on the works cited page.	Sources are not appropriately documented either in the text of the paper or on the works cited pages.
Length	Paper is the required length, and is typed with font size 12 (no bigger), is double spaced, and has 1" margins.	Paper is typed with font size 12 (no bigger), is double spaced, and has 1" margins, but it may be short. The 2 page paper may be 1/4 page short.	Paper is typed, but font or margins may be larger than stipulated, or, the 2 page paper may be 1/2 page short.	Paper is handwritten, or the 2 page typed paper is 1 page short.
Required Elements	Paper contains all required elements, including a Title page and a Works Cited page. The title page is appropriate, and the sources are cited correctly and are alphabetized. Everything is typed.	Paper contains all required elements, including a Title page and a Works Cited page. There may be minor problems with the title page or Works Cited page. Sources may not be formatted correctly, or may not be alphabetized. Everything is typed.	Paper may be missing some of the required elements, (including the Title page or the Works Cited page.) Source citation format may be flawed, or elements may be handwritten.	Paper is missing several required elements. Much is handwritten.

PROJECT

Movie

REQUIREMENTS:

• Movie must run at least 5 minutes (may be actually filmed, or created with a program like Windows Media Maker)

• Movie must be historically accurate and must effectively communicate information about the topic chosen

• Movie should be organized so that it flows nicely

• Audio track should be appropriate for the historical material presented

• Class will evaluate the movie

• Pictures or graphics should be vibrant and appropriate for the subject matter

• Topics must be approved by teacher

• A bibliography must be submitted

SUGGESTED TOPICS:

• Architecture: Look at styles, materials, building techniques, or choose one famous building and give information about it.

• Art: Look at the styles, materials, & techniques of arts and crafts, or choose one famous artist of the period and report on his/her work.

• Clothing: Report on the typical clothing & jewelry worn during the period.

• Day in the Life: Chronicle a day in the life of a typical person (male or female) from the lower class, middle class, upper class OR ruling class.

• Food: Explain food production & preparation, detail famous or typical dishes.

• Education: Explain how it was given, and to whom was it provided.

• Entertainment: Explain how people of this civilization spend their leisure time

• Homes: Explain the typical home of a lower class, middle class, upper class OR ruling class person. Include a floor plan layout in one slide.

• Military: Explain what it was like to be in the military. Detail the weapons used.

• Religion & Religious customs: Describe the religion and its impact, OR chronicle important religious festivals.

• Slavery: Explain the role of slavery, and chronicle the lifestyle of a slave.

• Social Classes: Discuss the different social classes, and their roles in the society.

• Technology: Discuss important technological innovations, and their impact on the society.

• Women: Explain the role of women, and chronicle the lifestyle of a woman in this society.

PROJECT RUBRIC

Movie

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Organization	Information is very well organized and movie flows nicely. Easily comprehensible.	Information is organized and movie flows fairly well. It is comprehensible.	Information is fairly organized, but movie does not flow well. Makes comprehension difficult.	The information appears to be disorganized and movie is difficult to understand.
Originality	Product shows a large amount of original thought. Ideas, costumes and settings are creative and inventive.	Product shows some original thought. Ideas, insights, costumes & settings may be somewhat creatively rendered.	There is some evidence of original thinking. Costumes, and settings may not be carefully or creatively rendered.	Shows little evidence of original or creative thinking. Makes no attempt to create historically accurate costumes or settings.
Visuals	All graphics, pictures, costumes or settings are attractive and represent the chosen historical era of the presentation.	Most graphics, pictures, costumes or settings are attractive and most represent the chosen historical era of the presentation.	The graphics, pictures, costumes or settings are attractive but several do not seem to represent the chosen historical era of the presentation.	The graphics, pictures, costumes or settings largely do not represent the chosen historical era and may detract from the content of the presentation.
Length	Movie is 5-6 minutes long.	Movie is 4 minutes long.	Movie is 3 minutes long.	Movie is less than 3 minutes long.
Audio Track	The Audio track is well chosen and appropriate for the content. It is well synchronized and evokes an emotional response.	The Audio track is appropriate for the content. It is well synchronized to the visual content, but does not necessarily evoke an emotional response.	The Audio track is appropriate for the content, but is not well synchronized for the visual content. Or the audio track is poorly chosen, but does not detract from the visual presentation of the movie.	The Audio track is poorly chosen and is not appropriate for the content. It detracts from the visual presentation of the movie.

PROJECT

News Broadcast Video

OBJECTIVE: STUDENTS WILL CREATE A VIDEO OF A NEWS BROADCAST THAT WILL DEMONSTRATE THEIR UNDERSTANDING OF CULTURAL SPECIFICS OF AN HISTORIC CIVILIZATION.

REQUIREMENTS:

• Students must submit a video of a news broadcast detailing aspects of an historical civilization

• Students will evaluate group members

• The video must run at least 15 minutes

• The information on the video must be historically accurate or have some basis in historical fact. That is, some things may be creatively rendered, but must be culturally appropriate.

• The news broadcast must address at least 4 of the 8 suggested topic categories

• Students may use appropriate humor in the video, but must dress and act the part of news commentators

• A Works Cited page must be submitted

SUGGESTED TOPIC CATEGORIES:

• World / International News (Think about what would be going on in the world at the time)

• Local news (Local news on a town level)

• Sports (Research what kind of sports were played)

• Entertainment (What type of entertainment was enjoyed?)

• Weather (Consider climatic features of the civilization)

• Health Note (Offer viewers some health related tips?)

• Political Commentary (Report and editorial on government decisions)

• Man on the Scene (Reporter on the scene of a news breaking event)

CNN student News

THE OLD POST

INSERT YOUR HEADLINE

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PROJECT RUBRIC

News Broadcast Video

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Length	Presentation is 9-10 minutes long.	Presentation is 8-9 minutes long.	Presentation is 7 minutes long.	Presentation is less than 7 minutes long.
Categories & Requirements	Broadcast contains at least 4 different categories of information. Properly formatted Work Cited page is submitted.	Broadcast contains 3 different categories of information. Properly formatted Work Cited page is submitted.	Broadcast contains 2 different categories of information. Work Cited page is submitted, but may not be properly formatted.	Broadcast contains less than 2 different categories of information. Work Cited page may not be submitted.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive. May incorporate humor.	Product shows some original thought. Work shows new ideas and insights.	Work is adequate, but there is little evidence of original or creative thinking.	Shows no evidence of original or creative thinking.
Enthusiasm	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is not overdone.	Facial expression and body language show some interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language show little interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language depict apathy or boredom with the topic.
Posture & Eye Contact	Stands or sits up straight and looks confident and relaxed. Establishes eye contact with audience during most of newscast.	Stands or sits up straight. Establishes eye contact with audience during most of newscast.	Slouches or appears too casual but establishes good eye contact with audience during most of newscast.	Slouches or appears too casual AND establishes little eye contact with audience during newscast.
Attire	Very professional clothing and accessories.	Business casual look.	Clean and attractive student look. Attire does not detract from credibility of presentation.	Sloppy appearance which detracts from credibility of presentation.

PROJECT RUBRIC

Group Work

Name of Person being Evaluated: _____

CATEGORY	A	B	C	D
Working with Others	Listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed. Takes a leadership role.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about others and the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about others and the task(s).	Occasionally is publicly critical of the project or the work of others in the group. Usually has a positive attitude about others and the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about others and the task(s).
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities be-cause of this person's inadequate time management.

Newspaper

OBJECTIVE: STUDENTS WILL USE A NEWSPAPER FORMAT TO DEMONSTRATE AN UNDERSTANDING OF AN HISTORIC CIVILIZATION.

REQUIREMENTS:

•Paper must include 4 - 5 different sections (at least 1 page per section)

•Typed using font no bigger than size 12 (not including headlines)

•Historical Accuracy

•Well organized & well written articles

•Correct grammar & spelling

•Documented use of Primary Sources

•Effective use of Graphics & Pictures to enhance articles

•Students must evaluate other group members

NOTE:

•Layout must be done in newspaper-like columns with headlines

•Historical Accuracy, Depth & Sources are a significant part of the grade

•Organization, grammar & spelling of articles is also significant

•Visuals, graphics or pictures must enhance and not detract from the overall presentation

SUGGESTED SECTIONS:

•World / International News (Think about what would be going on in the world at the time)

•Local news (weather, events, play & book reviews, local happenings)

•Sports

•Living (Cultural — fashion, religious events, cuisine, horoscopes, Dear _____ ,)

•Classifieds (What is being advertised at this time?)

•Editorials & Letters to the Editor (Choose politically hot topics for the time)

•Political Cartoons (Again, should chronicle political hot potatoes)

•Our Towns (Local news on a town level....)

THE OLD POST

INSERT YOUR HEADLINE

?

PROJECT RUBRIC

Newspaper

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Use of Primary Sources	Use of primary source material was very evident.	Use of primary source material was fairly evident.	Use of primary source material was hard to find.	Use of primary source material was not done.
Layout & Organization	The newspaper has exceptionally attractive formatting and layout with well-organized columns and information.	The newspaper has good formatting & layout with well-organized columns & information, OR it has very attractive formatting & layout with fairly organized columns & information.	The newspaper has some formatting and layout with well-organized columns and information, OR good formatting and layout with fair columns and information.	The newspaper's formatting, layout and organization of the material are confusing to the reader.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the newspaper.	There are a few grammatical or spelling mistakes in the newspaper.	There are several grammatical or spelling mistakes in the newspaper.	There are many grammatical or spelling mistakes in the newspaper.
Creativity	Intangibles in newspaper (Ads, living section, events) show excellent creativity, humor and/or insight into the historical period.	Intangibles in newspaper (Ads, living section, events) show good creativity, humor and/or in-sight into the historical period.	Intangibles in newspaper (Ads, living section, events) show some creativity, humor and/or in-sight into the historical period.	Intangibles in newspaper (Ads, living section, events) show no creativity, humor and/or insight into the historical period.
Knowledge Gained	All students in the group can accurately answer all questions related to stories in the newspaper and the historical information of the time period studied.	All students in the group can accurately answer most questions related to stories in the newspaper and the historical information of the time period studied.	Most students in the group can accurately answer most questions related to stories in the newspaper and the historical information of the time period studied.	Several students in the group appear to have little knowledge about the stories or the historical information of the time period studied.

PROJECT RUBRIC

Group Work

Name of Person being Evaluated: _____

CATEGORY	A	B	C	D
Working with Others	Listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed. Takes a leadership role.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about others and the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about others and the task(s).	Occasionally is publicly critical of the project or the work of others in the group. Usually has a positive attitude about others and the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about others and the task(s).
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

Oral Presentation

OBJECTIVE:
STUDENTS WILL MAKE AN ORAL PRESENTATION TO DEMONSTRATE THEIR UNDERSTANDING OF THE CULTURAL SPECIFICS OF AN HISTORICAL CIVILIZATION.

REQUIREMENTS:

•Presentation must be 5-6 minutes long

•Presentation should be memorized, or be on note cards

•Class will evaluate the oral presentation based on such things as posture, eye contact, and enthusiasm.

•A Works Cited page of sources must be turned in along with note cards

•Topics for the presentation must be approved by the teacher

•Information in the presentation must be well organized and accurate

•Graphics or visual aids are encouraged but not required

SUGGESTED TOPICS:

•Architecture: Look at styles, materials, building techniques, or choose one famous building and give information about it.

•Art: Look at the styles, materials, & techniques of arts and crafts, or choose one famous artist of the period and report on his/her work.

•Clothing: Report on the typical clothing & jewelry worn during the period.

•Day in the Life: Chronicle a day in the life of a typical person (male or female) from the lower class, middle class, upper class OR ruling class.

•Food: Explain food production & preparation, detail famous or typical dishes.

•Education: Explain how it was given, and to whom was it provided.

•Entertainment: Explain how people of this civilization spend their leisure time

•Homes: Explain the typical home of a lower class, middle class, upper class OR ruling class person.

•Medicine: Explain medical procedures found in this civilization.

•Military: Explain what it was like to be in the military. Detail the weapons used.

•Religion & Religious customs: Describe the religion and its impact, OR chronicle important religious festivals.

•Slavery: Explain the role of slavery, and chronicle the lifestyle of a slave.

•Social Classes: Discuss the different social classes, and their roles in the society.

•Technology: Discuss important technological innovations, and their impact on the society.

•Women: Explain the role of women, and chronicle the lifestyle of a woman in this society.

PROJECT RUBRIC

Oral Presentation

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Organization	Information is very organized and presentation flows nicely.	Information is organized and presentation flows fairly well.	Information is fairly organized, but presentation does not flow well.	The information appears to be disorganized and presentation is difficult to understand.
Preparation	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Posture & Eye Contact	Stands up straight and looks confident and relaxed. Establishes eye contact with audience during most of the presentation.	Stands up straight. Establishes eye contact with audience during most of presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Enthusiasm	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is not overdone.	Facial expression and body language show some interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language show little interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language depict apathy or boredom with the topic.
Pauses	Pauses were effectively used to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were unintentionally used and were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
Time Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.
Pitch & Volume	Pitch was often used and it conveyed emotions appropriately. Volume was consistently loud enough for all to hear.	Pitch was often used but the emotion it conveyed sometimes did not fit the content. Volume was mainly loud enough for all to hear.	Pitch was rarely used OR the emotion it conveyed often did not fit the content. Or volume was in-consistent.	Pitch was not used to convey emotion. Or volume was not loud enough for everyone to hear.

PROJECT

Poster

OBJECTIVE:
STUDENTS WILL DEMONSTRATE THEIR UNDER- STANDING OF CULTURAL SPECIFICS OF AN HISTORIC CIVILIZATION BY CREATING A POSTER, AND WRITING A SHORT RESEARCH PAPER.

REQUIREMENTS:

•A 2 page research paper MUST accompany the poster. (See Project: Research Paper for specific requirements)

•Poster must be at least 24" x 36"

•Poster must be historically accurate

•Attractiveness in layout, design, creation, lettering and graphics is HIGHLY valued.

•Topics must be approved by the teacher

SUGGESTED TOPICS:

•Architecture: Look at styles, materials, building techniques, or choose one famous building and give information about it.

•Art: Look at the styles, materials, & techniques of arts and crafts, or choose one famous artist of the period and report on his/her work.

•Clothing: Report on the typical clothing & jewelry worn during the period.

•Day in the Life: Chronicle a day in the life of a typical person (male or female) from the lower class, middle class, upper class OR ruling class.

•Food: Explain food production & preparation, detail famous or typical dishes.

•Education: Explain how it was given, and to whom was it provided.

•Entertainment: Explain how people of this civilization spend their leisure time

•Homes: Explain the typical home of a lower class, middle class, upper class OR ruling class person.

•Medicine: Explain medical procedures found in this civilization.

•Military: Explain what it was like to be in the military. Detail the weapons used.

•Religion & Religious customs: Describe the religion and its impact, OR chronicle important religious festivals.

•Slavery: Explain the role of slavery, and chronicle the lifestyle of a slave.

•Social Classes: Discuss the different social classes, and their roles in the society.

•Technology: Discuss important technological innovations, and their impact on the society.

•Women: Explain the role of women, and chronicle the lifestyle of a woman in this society.

PROJECT RUBRIC

Poster

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Creativity	Intangibles in poster show excellent creativity, humor and/or insight into the historical period.	Intangibles in poster show good creativity, humor and/or insight into the historical period.	Intangibles in poster show some creativity, humor and/or insight into the historical period.	Intangibles in poster show no creativity, humor and/or insight into the historical period.
Artistic Design	Images on the poster are attractive, are artistically rendered, and aid in viewer's understanding of the topic.	Images on the poster are attractive, nicely rendered and aid in the viewer's understanding of the topic.	Images on the poster fairly attractive, but may not be well organized on the poster or may not aid in viewer's understanding of the topic.	Images on the poster are not very attractive, are hastily applied with little thought as to organization, or do not aid in viewer's understanding of the topic.
Size	Poster is AT LEAST the required size (24: x 36").	Poster is slightly smaller than the required size (24" x 36").	Poster may be somewhat smaller than the required size.	Poster is on construction paper, computer paper, or notebook paper.

PROJECT RUBRIC

Research Paper

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Organization	Information is very organized with well-constructed paragraphs. Paper flows nicely.	Information is organized with well-constructed paragraphs. Paper flows well.	Information is organized, but paragraphs are not well-constructed. Or, paragraphs are well constructed, but the paper is not well organized. Paper does not flow well.	The information appears to be disorganized. Paper is difficult to read and understand.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the paper.	There are a few grammatical or spelling mistakes in the paper.	There are several grammatical or spelling mistakes in the paper.	There are many grammatical or spelling mistakes in the paper.
Sources	All borrowed information (and graphics) is accurately documented in parenthetical format, and all appear in proper format on the works cited page.	All borrowed information (and graphics) is accurately documented in parenthetical format, but a few are not in the desired format on the works cited page.	Some borrowed information (and graphics) is not documented in parenthetical format, or many are not in the desired format (or do not appear) on the works cited page.	Sources are not appropriately documented either in the text of the paper or on the works cited pages.
Length	Paper is the required length, and is typed with font size 12 (no bigger), is double spaced, and has 1" margins.	Paper is typed with font size 12 (no bigger), is double spaced, and has 1" margins, but it may be short. The 2 page paper may be 1/4 page short.	Paper is typed, but font or margins may be larger than stipulated, or, the 2 page paper may be 1/2 page short.	Paper is handwritten, or the 2 page typed paper is 1 page short.
Required Elements	Paper contains all required elements, including a Title page and a Works Cited page. The title page is appropriate, and the sources are cited correctly and are alphabetized. Everything is typed.	Paper contains all required elements, including a Title page and a Works Cited page. There may be minor problems with the title page or Works Cited page. Sources may not be formatted correctly, or may not be alphabetized. Everything is typed.	Paper may be missing some of the required elements, (including the Title page or the Works Cited page.) Source citation format may be flawed, or elements may be handwritten.	Paper is missing several required elements. Much is handwritten.

Power Point

OBJECTIVE:
STUDENTS WILL USE A POWER POINT FORMAT TO DEMONSTRATE AN UNDERSTANDING OF CULTURAL SPECIFICS OF AN HISTORIC CIVILIZATION.

REQUIREMENTS:

• Must contain at least 21 slides

• A topic for the presentation must be approved by the teacher (see some suggestions to the right)

• A presentation of the power point must be made by group members to the class

• Students will evaluate group member participation

• Class will evaluate the group presentation

• A bibliography of sources used will be incorporated as the last slide

• Visuals and/or graphics should be used to enhance the presentation

• As always, the presentation should be historically accurate!

SUGGESTED TOPICS:

• Architecture: Look at styles, materials, building techniques, or choose one famous building and give information about it.

• Art: Look at the styles, materials, & techniques of arts and crafts, or choose one famous artist of the period and report on his/her work.

• Clothing: Report on the typical clothing & jewelry worn during the period.

• Day in the Life: Chronicle a day in the life of a typical person (male or female) from the lower class, middle class, upper class OR ruling class.

• Food: Explain food production & preparation, detail famous or typical dishes.

• Education: Explain how it was given, and to whom was it provided.

• Entertainment: Explain how people of this civilization spend their leisure time

• Homes: Explain the typical home of a lower class, middle class, upper class OR ruling class person.

• Medicine: Explain medical procedures found in this civilization.

• Military: Explain what it was like to be in the military. Detail the weapons used.

• Religion & Religious customs: Describe the religion and its impact, OR chronicle important religious festivals.

• Slavery: Explain the role of slavery, and chronicle the lifestyle of a slave.

• Social Classes: Discuss the different social classes, and their roles in the society.

• Technology: Discuss important technological innovations, and their impact on the society.

• Women: Explain the role of women, and chronicle the lifestyle of a woman in this society.

PROJECT RUBRIC

Power Point

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Sequencing of Information	Information is organized in a clear, logical way. All slides seem in their appropriate place.	Most information is organized in a clear, logical way. One slide or item of information may seem out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.
Text - Font choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the journal.	There are a few grammatical or spelling mistakes in the journal.	There are several grammatical or spelling mistakes in the journal.	There are many grammatical or spelling mistakes in the journal.
Requirements	Power point contains (at least) the required number of slides.	Power point is lacking 1-2 slides.	Power point is lacking 3-4 slides.	Power point is lacking more than 4 slides.

PROJECT RUBRIC

Group Work

Name of Person being Evaluated: _____

CATEGORY	A	B	C	D
Working with Others	Listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed. Takes a leadership role.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about others and the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about others and the task(s).	Occasionally is publicly critical of the project or the work of others in the group. Usually has a positive attitude about others and the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about others and the task(s).
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

Research Paper

REQUIREMENTS:

•If the paper is stand-alone (not accompanied by a creative component), it must be 4 pages in length. If it is accompanied by a creative component, it must be 2 pages in length.

•It must have a title page, and Work Cited page (these do NOT count as pages of text)

•Font size, no bigger than 12

•Topics must be approved by the teacher

•Citations MUST appear in the text should the need arise (quotes, paraphrases, statistics)

•The paper must be historically accurate!

SUGGESTED TOPICS:

•Architecture: Look at styles, materials, building techniques, or choose one famous building and give information about it.

•Art: Look at the styles, materials, & techniques of arts and crafts, or choose one famous artist of the period and report on his/her work.

•Clothing: Report on the typical clothing & jewelry worn during the period.

•Day in the Life: Chronicle a day in the life of a typical person (male or female) from the lower class, middle class, upper class OR ruling class.

•Food: Explain food production & preparation, detail famous or typical dishes.

•Education: Explain how it was given, and to whom was it provided.

•Entertainment: Explain how people of this civilization spend their leisure time

•Homes: Explain the typical home of a lower class, middle class, upper class OR ruling class person.

•Medicine: Explain medical procedures found in this civilization.

•Military: Explain what it was like to be in the military. Detail the weapons used.

•Religion & Religious customs: Describe the religion and its impact, OR chronicle important religious festivals.

•Slavery: Explain the role of slavery, and chronicle the lifestyle of a slave.

•Social Classes: Discuss the different social classes, and their roles in the society.

•Technology: Discuss important technological innovations, and their impact on the society.

•Women: Explain the role of women, and chronicle the lifestyle of a woman in this society.

PROJECT RUBRIC

Research Paper

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Organization	Information is very organized with well-constructed paragraphs. Paper flows nicely.	Information is organized with well-constructed paragraphs. Paper flows well.	Information is organized, but paragraphs are not well-constructed. Or, paragraphs are well constructed, but the paper is not well organized. Paper does not flow well.	The information appears to be disorganized. Paper is difficult to read and understand.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the paper.	There are a few grammatical or spelling mistakes in the paper.	There are several grammatical or spelling mistakes in the paper.	There are many grammatical or spelling mistakes in the paper.
Sources	All borrowed information (and graphics) is accurately documented in parenthetical format, and all appear in proper format on the works cited page.	All borrowed information (and graphics) is accurately documented in parenthetical format, but a few are not in the desired format on the works cited page.	Some borrowed information (and graphics) is not documented in parenthetical format, or many are not in the desired format (or do not appear) on the works cited page.	Sources are not appropriately documented either in the text of the paper or on the works cited pages.
Length	Paper is the required length, and is typed with font size 12 (no bigger), is double spaced, and has 1" margins.	Paper is typed with font size 12 (no bigger), is double spaced, and has 1" margins, but it may be short. The 2 page paper may be 1/4 page short.	Paper is typed, but font or margins may be larger than stipulated, or, the 2 page paper may be 1/2 page short.	Paper is handwritten, or the 2 page typed paper is 1 page short.
Required Elements	Paper contains all required elements, including a Title page and a Works Cited page. The title page is appropriate, and the sources are cited correctly and are alphabetized. Everything is typed.	Paper contains all required elements, including a Title page and a Works Cited page. There may be minor problems with the title page or Works Cited page. Sources may not be formatted correctly, or may not be alphabetized. Everything is typed.	Paper may be missing some of the required elements, (including the Title page or the Works Cited page.) Source citation format may be flawed, or elements may be handwritten.	Paper is missing several required elements. Much is handwritten.

PROJECT

Tapestry or Banner

REQUIREMENTS:

•A 1 page research paper must accompany the tapestry (see Project: Research Paper requirements for specifics)

•The tapestry or banner must be a minimum of four feet long

•The visuals or graphics on the tapestry should be attractive, and organized in such a way as to promote understanding of an historical event

•The tapestry needs to be historically accurate

•Students may be extremely creative in the materials used, and presentation of, the tapestry

•The tapestry should chronicle (in pictures) an event, battle, uprising, social class, etc.

•Topics need to be approved by the teacher (suggestions are listed at right)

SUGGESTED TOPICS:

•Architecture: illustrate the construction of a famous building

•Education: illustrate the educational process of the society

•Employment: illustrate the different jobs found in society

•Government: the evolution of rule, dynastic change, etc.

•Law: an important legal code

•Medicine: illustrate the medical techniques of the society

•Military: a famous battle, or military exercises

•Religion: a religious event, festival or custom

•Revolt: a famous uprising or revolt

•Social: illustrate the different social classes

•Sports & Entertainment: an important sporting event, a sporting custom, theatrical entertainment, or other entertainments

•Women: illustrate the many jobs of women in society

PROJECT RUBRIC

Tapestry or Banner

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content. The tapestry appropriately chronicles an historical event.	Content is good, but may have a few inaccuracies. The tapestry may appropriately chronicle an historical event.	Content is fair, and may contain several inaccuracies. The tapestry some- what chronicles an historical event.	Rife with inaccuracies. The tapestry does little to chronicle an historical event.
Attractiveness & Organization	The tapestry has exceptionally attractive formatting and well-organized visual information.	The tapestry has attractive formatting and well- organized visual information.	The tapestry has well- organized visual information, or has attractive for- matting without well- organized visual information.	The tapestry's formatting and organization of mate- rial are confusing to the viewer.
Graphics - Originality	The graphics or pictures used on the tapestry reflect an exceptional degree of student creativity in their creation and/or display.	The graphics or pictures used on the tapestry reflect student creativity in their creation and/ or dis- play.	The graphics or pictures used on the tapestry reflect limited student creativity in their creation and/ or display.	The graphics or pictures used on the tapestry reflect no creativity in their creation and/or display.
Graphics - Relevance	The graphics or pictures are related to the topic. They make it easier to understand the historical event being chronicled.	Most graphics or pictures are related to the topic. They aid in understanding the historical event being chronicled.	Some graphics or pictures relate to the topic, but may not aid in under- standing the historical event being chronicled.	Graphics or pictures do not relate to the topic and do not aid in understand- ing the historical event being chronicled.
Requirements	Tapestry is (at least) the required length.	Tapestry may be slightly shorter (6") than the required length.	Tapestry may be shorter (12") than the required length.	Tapestry is significantly shorter (18"+) than the required length.
Materials	Materials used create an exceptional visual display (cloth, dowels, etc) of the historical event.	Materials used create a nice visual display of the historical event.	Materials used create an acceptable visual display of the historical event.	Materials used are inappropriate (notebook paper) and look like no effort was made.

PROJECT RUBRIC

Research Paper

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Organization	Information is very organized with well-constructed paragraphs. Paper flows nicely.	Information is organized with well-constructed paragraphs. Paper flows well.	Information is organized, but paragraphs are not well-constructed. Or, paragraphs are well constructed, but the paper is not well organized. Paper does not flow well.	The information appears to be disorganized. Paper is difficult to read and understand.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the paper.	There are a few grammatical or spelling mistakes in the paper.	There are several grammatical or spelling mistakes in the paper.	There are many grammatical or spelling mistakes in the paper.
Sources	All borrowed information (and graphics) is accurately documented in parenthetical format, and all appear in proper format on the works cited page.	All borrowed information (and graphics) is accurately documented in parenthetical format, but a few are not in the desired format on the works cited page.	Some borrowed information (and graphics) is not documented in parenthetical format, or many are not in the desired format (or do not appear) on the works cited page.	Sources are not appropriately documented either in the text of the paper or on the works cited pages.
Length	Paper is the required length, and is typed with font size 12 (no bigger), is double spaced, and has 1" margins.	Paper is typed with font size 12 (no bigger), is double spaced, and has 1" margins, but it may be short. The 2 page paper may be 1/4 page short.	Paper is typed, but font or margins may be larger than stipulated, or, the 2 page paper may be 1/2 page short.	Paper is handwritten, or the 2 page typed paper is 1 page short.
Required Elements	Paper contains all required elements, including a Title page and a Works Cited page. The title page is appropriate, and the sources are cited correctly and are alphabetized. Everything is typed.	Paper contains all required elements, including a Title page and a Works Cited page. There may be minor problems with the title page or Works Cited page. Sources may not be formatted correctly, or may not be alphabetized. Everything is typed.	Paper may be missing some of the required elements, (including the Title page or the Works Cited page.) Source citation format may be flawed, or elements may be handwritten.	Paper is missing several required elements. Much is handwritten.

PROJECT

Travel Brochure

REQUIREMENTS:

• Letter size paper (8 1/2 x 11), tri-folded

• Brochure should be printed back-to-back

• Font size should not exceed 12

• Document should be created in Publisher

• Must contain 8 of the 12 suggested categories

• Must contain appropriate pictures or graphics to enhance the brochure

• Students will evaluate their group mates (if completed as a group project)

• Students will complete a short 2 page research paper on the civilization chosen

BROCHURE SHOULD HAVE:

• Visual Appeal

• Historically Accuracy, and should offer historical insight or depth

• Creativity & Organization

• Well written articles with good grammar and spelling

• Well chosen graphics, pictures or maps

• A bibliography on a separate sheet of paper

CATEGORIES MIGHT INCLUDE:

• Geography and climate, major cities... Geographic sites to see

• Cultural aspects (ie. Language, clothing, customs, theater, sporting events)

• Transportation

• Government buildings

• Cuisine (ie. Recommended restaurants, local specialties, etc.)

• Lodging (hotels, motels, B&B's)

• Recommended Tourist sites

• Shopping Centers

• Religious Venues (churches, temples, festivals, traditions)

• Night Life

• Famous products available (souvenirs)

• Literary, Scientific, Mathematical, or Technological achievements

PROJECT RUBRIC

Travel Brochure

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial.
Categories	Brochure contains at least 7 different categories of travel information.	Brochure contains 5-6 different categories of travel information.	Brochure contains 4-5 different categories of travel information.	Brochure contains less than 4 different categories of travel information
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the brochure.	There are a few grammatical or spelling mistakes in the brochure.	There are several grammatical or spelling mistakes in the brochure.	There are many grammatical or spelling mistakes in the brochure.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well organized information.	The brochure has attractive formatting and well organized information.	The brochure has well organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics / Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text. Or the graphics go well with the text but there are too few and the brochure seems "text-heavy".	Graphics may not go well with the text, and there are too few and the brochure seems "text-heavy" or there are too many and distract from the text.	Graphics do not go with the accompanying text or appear to be randomly chosen.
Knowledge Gained	All students in the group can accurately answer all questions related to historical facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to historical facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to historical facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the historical facts or technical processes used in the brochure.

PROJECT RUBRIC

Group Work

Name of Person being Evaluated: _____

CATEGORY	A	B	C	D
Working with Others	Listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed. Takes a leadership role.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about others and the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about others and the task(s).	Occasionally is publicly critical of the project or the work of others in the group. Usually has a positive attitude about others and the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about others and the task(s).
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

PROJECT RUBRIC

Research Paper

CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial or non-existent.
Organization	Information is very organized with well-constructed paragraphs. Paper flows nicely.	Information is organized with well-constructed paragraphs. Paper flows well.	Information is organized, but paragraphs are not well-constructed. Or, paragraphs are well constructed, but the paper is not well organized. Paper does not flow well.	The information appears to be disorganized. Paper is difficult to read and understand.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes in the paper.	There are a few grammatical or spelling mistakes in the paper.	There are several grammatical or spelling mistakes in the paper.	There are many grammatical or spelling mistakes in the paper.
Sources	All borrowed information (and graphics) is accurately documented in parenthetical format, and all appear in proper format on the works cited page.	All borrowed information (and graphics) is accurately documented in parenthetical format, but a few are not in the desired format on the works cited page.	Some borrowed information (and graphics) is not documented in parenthetical format, or many are not in the desired format (or do not appear) on the works cited page.	Sources are not appropriately documented either in the text of the paper or on the works cited pages.
Length	Paper is the required length, and is typed with font size 12 (no bigger), is double spaced, and has 1" margins.	Paper is typed with font size 12 (no bigger), is double spaced, and has 1" margins, but it may be short. The 2 page paper may be 1/4 page short.	Paper is typed, but font or margins may be larger than stipulated, or, the 2 page paper may be 1/2 page short.	Paper is handwritten, or the 2 page typed paper is 1 page short.
Required Elements	Paper contains all required elements, including a Title page and a Works Cited page. The title page is appropriate, and the sources are cited correctly and are alphabetized. Everything is typed.	Paper contains all required elements, including a Title page and a Works Cited page. There may be minor problems with the title page or Works Cited page. Sources may not be formatted correctly, or may not be alphabetized. Everything is typed.	Paper may be missing some of the required elements, (including the Title page or the Works Cited page.) Source citation format may be flawed, or elements may be handwritten.	Paper is missing several required elements. Much is handwritten.

OBJECTIVE:
STUDENTS WILL CREATE A VIDEO OF A TALK SHOW THAT WILL DEMONSTRATE THEIR UNDERSTANDING OF CULTURAL SPECIFICS OF AN HISTORIC CIVILIZATION.

Video Talk Show

REQUIREMENTS:

• Students must submit a video of a "talk show" where several people from the civilization are being interviewed

• The video must run at least 15 minutes

• The information discussed during the talk show must be historically accurate, or have some basis in historical fact.

• One student will be the interviewer, other students will role play the famous people

• Group will submit a bibliography of sources, and the script used for the talk show

• Topic & script must be approved by the teacher ahead of time

• Students will evaluate group members

• Video will be shown in class, and the class will evaluate the presentation

• Students may use (should use) appropriate humor in the video

• Costumes are encouraged, but not required

SUGGESTED GUESTS:

• The ruler of the civilization

• Priests from the civilization, or famous religious leader

• Common artisan, laborer, or housewife

• General from the army, or a soldier

• Famous artist or architect

• Famous playwright or author

• Famous philosopher

• Members of the nobility

• Merchant

• Educator, or student

• Doctor, or medical expert

• Slave

*A recommendation: mix & match guests so that an interactive environment is created.

PROJECT RUBRIC

Video Talk Show

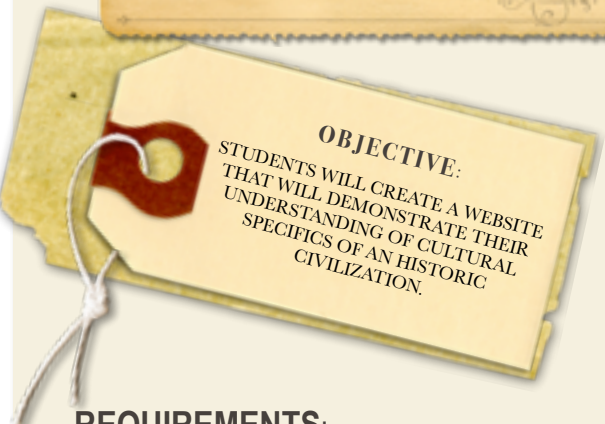| CATEGORY	A	B	C	D
Content - Accuracy	Contains historically accurate content.	Content is good, but may have a few inaccuracies.	Content is fair, and may contain several inaccuracies.	Rife with inaccuracies.
Content - Depth	Historical information is of great depth and is presented in an analytical way.	Historical information is of good depth and is more descriptive than analytical.	Historical information fairly superficial, or is presented in an uneven way.	Historical information is superficial.
Questions & Answers	Excellent, in-depth questions were asked by host and excellent answers supported by facts were provided by all talk show members. Excellent dialogue script includes banter among members.	Questions requiring factual answers were asked by the host and correct, in-depth answers were provided by all talk show members. Script is adequate, providing interaction among members.	Factual questions requiring were asked by the host and correct answers were provided by the talk show members. Script is adequate, but basic. No extra interaction among members is present.	Questions are of no depth and solicit irrelevant facts from talk show members. Script is poor, and does not provide any interaction among members.
Length of Video	Video was at least the required length.	Video was 1 - 1 1/2 minutes short of the required length.	Video was 1 1/2 - 2 1/2 minutes short of the required length.	Video was more than 2 1/2 minutes short of the required length.
Originality	Video shows a large amount of original thought. Questions are creative, inventive, and deep.	Video shows some original and creative thought. Questions are creative somewhat creative, but do show some depth of historical thought.	Video shows little creative thought. Questions are historically shallow, and not very creative.	Video shows no creative thought. Questions are historically shallow, are not creative or inventive, and might have come straight out of a textbook.
Preparation	Students are completely prepared and have obviously rehearsed.	Students seems pretty prepared but might have needed a couple more rehearsals, since they frequently must read off cue cards.	The students are somewhat prepared, but it is clear that rehearsal was lacking, because the read exclusively from cue cards.	Students do not seem at all prepared to present, because they read exclusively off cue cards, do not know who is supposed to talk next, and generally stumble through the production.

PROJECT RUBRIC

Group Work

Name of Person being Evaluated: _____

CATEGORY	A	B	C	D
Working with Others	Listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed. Takes a leadership role.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about others and the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about others and the task(s).	Occasionally is publicly critical of the project or the work of others in the group. Usually has a positive attitude about others and the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about others and the task(s).
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

PROJECT

Website

OBJECTIVE: STUDENTS WILL CREATE A WEBSITE THAT WILL DEMONSTRATE THEIR UNDERSTANDING OF CULTURAL SPECIFICS OF AN HISTORIC CIVILIZATION.

REQUIREMENTS:

• Must be at least four pages

• Must contain historically accurate information (that is the point!)

• May focus on a specific aspect of a civilization in detail (art, women, technology), or on several aspects in general

• Must contain appropriate visuals

• May include links to other websites

• May include clickable multi-media aspects

• Layout should be creative & attractive:
   - Font choice
   - Choice of visuals
   - Color scheme
   - Placement of text & visuals

• Must provide a Works Cited page

Suggested Platforms:

• www.brinkster.com (page to bottom, click free web hosting)

• Google sites

• Yahoo.com (GeoCities = free)

• www.freewebsites.com

• www.freewebs.com

*These are suggestions, and you are not limited to them!

SUGGESTED TOPICS:

• Architecture: Look at styles, materials, building techniques, or choose one famous building and give information about it.

• Art: Look at the styles & techniques of arts and crafts, or choose one famous artist of the period and report on his/her work.

• Clothing: Report on the typical clothing & jewelry worn during the period.

• Day in the Life: Chronicle a day in the life of a typical person (male or female) from the lower class, middle class, upper class OR ruling class.

• Food: Explain food production & preparation, detail famous or typical dishes.

• Education: Explain how it was given, and to whom was it provided.

• Entertainment: Explain how people of this civilization spend their leisure time

• Homes: Explain the typical home of a lower class, middle class, upper class OR ruling class person. Include a floor plan layout in one slide.

• Medicine: Explain medical procedures found in this civilization.

• Military: Explain what it was like to be in the military. Detail the weapons used.

• Religion & Religious customs: Describe the religion and its impact, OR chronicle important religious festivals.

• Social Classes: Discuss the different social classes, and their roles in the society.

• Technology: Discuss important technological innovations, and their impact on the society

PROJECT RUBRIC

Website

CATEGORY	A	B	C	D
Content - Accuracy and Depth	Contains historically accurate content, and is very thorough in its coverage of the topic.	Content is still historically accurate, but may not be terribly thorough.	Content is fair, but may contain several inaccuracies. May be inconsistent in terms of coverage.	Rife with inaccuracies or completely inappropriate in terms of coverage.
Creativity (also see Formatting & Lay-out)	Website shows excellent creativity, humor and/or insight into the historical period. Has links and/or multi-media aspects.	Website shows good creativity, humor and/or insight into the historical period.	Website shows some creativity, humor and/or insight into the historical period.	Website shows no creativity, humor and/or insight into the historical period.
Writing - Grammar & Spelling	There are no grammatical or spelling mistakes on the website.	There are a few grammatical or spelling mistakes on the website.	There are several grammatical or spelling mistakes on the website.	There are many grammatical or spelling mistakes on the website.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a **highly effective** study guide	Project includes most material needed to gain a comfortable understanding of the material. It is a **good** study guide.	Project is missing more than two key elements. It would make an **adequate** study guide.	Project is lacking several key elements and has inaccuracies that make it a **poor** study guide.
Formatting — Graphics & Fonts	All graphics and fonts are attractive and support the theme/content of the topic. Pictures chosen are especially representative of the historical time period.	A few graphics and fonts are not attractive but all support the theme/content of the topic. Not all pictures chosen are especially representative of the historical time period.	All graphics and fonts are attractive but a few do not seem to support the theme/content of the topic. Many pictures chosen are not representative of the historical time period.	Several graphics and fonts are unattractive AND detract from the content of the topic. Few pictures are representative of the time period.
Requirements — Length	Project contains the required number of webpages (4).	Project is slightly short (1/2 page) of the required number of webpages (4).	Project is significantly short (3/4 to 1 page) of the required number of webpages (4).	Project is more than a page short of the required number of webpages (4).
Requirements — Layout	Layout is especially at-tractive and appropriate for the topic in terms of color, structure and font. May contain media extras	Layout is attractive and appropriate for the topic in terms of color, structure and font. Probably does not contain media extras	Layout is adequate for the topic in terms of color, structure and font. Contains no extras	Layout is not attractive and appropriate for the topic in terms of color, structure and font.
Sources	All borrowed information (and graphics) is accurately documented in parenthetical format, and all appear in proper format on the works cited page.	All borrowed information (and graphics) is accurately documented in parenthetical format, but a few are not in the desired format on the works cited page.	Some borrowed information (and graphics) is not documented in parenthetical format, or many are not in the desired format (or do not appear) on the works cited page.	Sources are not appropriately documented either in the text of the paper or on the works cited pages.

PROJECT RUBRIC

Group Work

Name of Person being Evaluated: _____

CATEGORY	A	B	C	D
Working with Others	Listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed. Takes a leadership role.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about others and the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about others and the task(s).	Occasionally is publicly critical of the project or the work of others in the group. Usually has a positive attitude about others and the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about others and the task(s).
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities be-cause of this person's inadequate time management.